

**Minutes  
July 13, 2002  
Auditorium – Department of Labor and Industries  
Tumwater, Washington**

***July 13, 2002***

<b>Members Present:</b>	Tom Charouhas, Chair	Elaine Aoki
	Terry Bergeson	Rebecca Bowers
	Carolyn Bradley	Carol Coar
	Nancy Diaz-Miller	Ken Evans
	Sheila Fox	Tim Knue
	Kathryn Nelson	Helen Nelson-Throssell
	Martha Rice	Ron Scutt
	Karen Simpson	Dennis Sterner
	Yvonne Ullas	

**Members Absent:** Gary Livingston

<b>Staff Present:</b>	Jennifer Wallace	Pamela Abbott
	David Anderson	

Chair Charouhas called the meeting to order at 8:35 a.m.

**AGENDA**

The Board reviewed and approved the agenda.

**MINUTES**

**MOTION:** Moved by Carolyn Bradley and seconded by Martha Rice to approve the May Minutes. **The motion passed unanimously.**

**UPDATE ON WEST-B IMPLEMENTATION**

A copy of this presentation may be obtained from Dr. Anderson at 360/725-6277.

**Test development**

- Content validation
- Item development
- Item review by advisory committees
- Item try-outs
- Validity & reliability evidence
- Operational testing
- Set passing scores

## **WEST-B Advisory Committees**

- Technical advisory committee
  - *National and Washington State measurement experts*
- Fairness review committee
  - *Washington Educators representing diverse perspectives within Washington*
  - *Focus on guarding against bias in the WEST-B*
- Content advisory committee
  - *K-12 Educators & Higher Ed Faculty*
  - *Look for content that is going to be appropriate for the two purposes*

## **Test**

- Test design
  - *Balance of topics across the sections*
  - *Constructed response items for the reading and Math sections (2)*
  - *Multiple choice items on the writing section*
  - *Reading load of the writing section*
  - *Time allotted for the test*
- Use of tools during the test
  - *Most other states do not allow the use of tools during their tests*
  - *The use of calculators, spell check or word processors will not be allowed*
- Accommodations for people with disabilities
  - *For accommodations to be made, a person must certify they have a disability*
  - *NES will not allow the portion of the test assessing reading skills to be read to a test-taker.*
- The WEST-B has gone through the content validation process including a content validation survey
  - *Content validation survey was sent out to K-12 educators and faculty of teacher preparation programs.*
  - *The TAC looked at the survey results and felt the PESB would remain on strong ground as long as all of the ratings were above 3.*
    - Ratings were above 3
- NES has set up a website ([www.west.nesinc.com](http://www.west.nesinc.com)) for the WEST-B where individuals may:
  - *Obtain a registration bulletin*
  - *Register online*
    - WEST B registration began June 24, 2002 and ends July 19, 2002
  - *Obtain test preparation materials*
  - *Register late/emergency*

## **WEST-B Standard Setting**

- Follows August test administration
- Washington educators recommend
  - *Higher Ed and K-12 representatives*
  - *Individual judgments*
  - *Panel recommendations*
- The PESB sets cut score (RCW 28A.410.220)
  - *Cut score adoption by PESB at September meeting*

## **Standard Setting Issues**

- Purposes of the West-B
- Use of impact data
- Role of error of measurement
- Technical and legal defensibility
- Confidence in cut score

Dr. Anderson will meet with the TAC to review the standard setting panel's process and ask the TAC for options on how to address the choices for setting a cut score. At the September PESB meeting, members will receive advice from the standard setting panel of educators and advice from the TAC on where to set the cut score.

The Board may adopt options for setting and adjusting the cut score. The Board will need to focus on how to set the cut score so there is strong and sufficient rationale to support that it is legally and technically defensible.

Dr. Terry Bergeson asked Dr. Anderson to have the TAC bring to the PESB:

- Recommendations about making adjustments on the cut score.
- A pattern of study the Board should follow to strengthen their confidence in reliability and validity of the WEST-B.
- Questions the TAC feels the Board needs to examine, and then bring to the attention of the Legislature.

Dr. Anderson clarified the roles of the TAC, standard setting panel and the PESB in setting the cut score:

- The standard setting panel is set up to go through a process and advise the PESB on how much reading writing and mathematics is required of a teacher.
- The TAC is a technical policy group that can give the PESB sound advice on legal defensibility, and policy recommendations.
- It will be the job of the PESB to set the passing score.

## **WEST-B Fee waiver**

There is a provision in the contract with NES to allow up to 200 fee waiver vouchers for the WEST-B per year. In looking at how to distribute those vouchers, it became apparent that the teacher preparation programs for which those applicants are applying would be in a better position to decide who should receive the voucher. The PESB discussed the following four options the following four options on how to distribute the vouchers to the teacher preparation programs.

1. Give all programs the same number of vouchers;
2. Allocate vouchers based on program enrollment;
3. Allocate vouchers based on the number of program completers; or
4. Allocate vouchers based on the number of students receiving financial aid.

***The PESB voted unanimously to allocate WEST-B fee waiver vouchers based on the number of program completers.***

## **UPDATE ON THE WEST – E (PRAXIS)**

Dr. Anderson introduced Laurie Ingwersen from ETS and presented on the WEST-E. Copies of this presentation may be obtained from Dr. David Anderson at 360/725-6277.

### **Important Dates:**

- September 1, 2002 – WEST-E Pilot
- September 1, 2003 – make the WEST-E available
- September 1, 2005 – Passage of WEST-E required for certification

### **Test Highlights**

- PRAXIS II
- Contractor – ETS
- Test required for certification endorsements
  - 33 endorsement areas
- Measure state endorsement competencies
- Test selection by Washington educators
- Panels of Washington educators to look and see which tests best fit the competencies for Washington State
  - Panel will also look at cost and content options
- Contract has been completed and signed
- Planning meeting for the details of the next few years
- Content specific teachers
- Content validation activity
- TAC will be engaged twice a year to make sure the Board is advised on technical and policy issues as they relate to implementing the WEST-E
- Tests will consist of straight multiple choice and constructed response
- Dance and bilingual tests will have to be created

## **Policy Questions to be answered**

- Will the subject knowledge test be available for MIT Programs to use for admissions decisions by September 1, 2003?
- Will there be prerequisites for taking a subject knowledge test, such as holding a baccalaureate degree in the content of the endorsement area?
- How does this test requirement fit with the field experience and methodology requirements for teaching endorsements?
- Will MIT programs be able to expand their programs to offer preparation for endorsements in all areas for which candidates have passed subject knowledge tests?
- What can we anticipate the subject matter tests will look like; in particular will existing Praxis II test be used if available?
- What is the current thinking at OSPI about adding endorsements based on passing the WEST-E?

## **Next Steps**

- PESB begins a discussion of policy options
- Gather additional data

## **PUBLIC COMMENT**

### **Carol Merz, University of Puget Sound**

- Dr. Merz urged the PESB to study whether there is a correlation between the GRE and the WEST-B.
- Dr. Mears also asked the Board to let the WEST-E do the job for which it was selected.

### **Jill Pratt, Lorna Barth, Jodie Gaertner From University of Washington – Bothell**

The students read a document they will to send to the PESB. The majority of their cohort and several professors in their department drafted the document.

The students:

- Urged the PESB to rescind the WEST-B as an entrance requirement to accredited teacher certification programs in the state of Washington.
- Feel the alternative route programs do not provide the preparation required to be successful in the complex and difficult profession of teaching.
- Believe alternative routes to certification are short sided, politically expedient answer to the state's inability to retain qualified professional educators.
- Feel the WEST-B is detrimental to parents because it does not ensure that their children's teachers understand pedagogy, learning theory and the content they are required to teach.

- Feel the WEST-B is detrimental to the students of Washington State because it does not aid in securing qualified teachers to meet their educational needs.
- Feel the students of Washington deserve to have committed professional educators; not someone who is exploring teaching while trying to figure out what they want to do with their lives or those who want a rewarding experience prior to getting a real job.
- Feel the PESB, as Professional Educators, must recognize that teaching is not an easy job with summers off; nor is it something to turn to when the high-tech sector is experiencing an economic downturn.
- Feel teaching is a profession in crisis because our state leaders refuse to acknowledge vast amounts of research regarding human learning and treat education as leverage for their political careers.
- Feel government mandated tests, such as the WEST B, shift the focus away from the real source of the teacher shortage -- teacher salaries. Until action is taken to raise teachers' salaries significantly, Washington will continue to have a difficult time recruiting and retaining quality teachers.
- Believe it is time to honor teaching for the complex and skilled profession that it is and to support those who have chosen it as their life's work.

## **ADOPTION OF STANDARD SETTING PROCESS**

**MOTION: Moved by Dennis Sterner and seconded by Carolyn Bradley to adopt the process for setting the cut score and give the TAC the task of working on this process. Motion passed unanimously.**

**MOTION: Moved by Tim Knue and seconded by Yvonne Ullas to amend the original motion by adding that as we review the suggested improvements and changes by the TAC that we will take those considerations. Motion passed unanimously.**

## **EXECUTIVE DIRECTOR REPORT**

### **Alternative Compensation Study Group**

The Washington Education Association (WEA), the Office of Financial Management (OFM), the Professional Educator Standards Board (PESB), and the Office of Superintendent of Public Instruction (OSPI) were studying the alternative compensation issue separately. The PESB proposed facilitating discussions on this issue and combining efforts. At this point the work of the study group is technical.

The group will focus on:

- Creating a knowledge base of the current state and local compensation structures.
- Collecting examples of alternative compensation models and their funding sources.
  - *Analyzing for strengths and weaknesses*

- Reviewing the major categories of alternative compensation - their strengths and weaknesses.
  - *Knowledge and skill-based pay*
  - *Group performance/incentive awards*
  - *Career ladder/lattice*
  - *Market pay*
- Designing the components of an alternative compensation system that could augment or replace the *State Allocation Model (SAM)*.
  - *Analyze impact and cost*
- Producing a summary.

### **Alternative Route Partnerships/Transition to Teaching Partnerships**

- Districts are having difficulty identifying mentor teachers and endorsable candidates.
- Site visits have been performed.
  - *Caliber of applicants exceeds expectations of partnerships*

Jennifer Wallace provided the Washington State Institute for Public Policy draft evaluation for the alternative routes program.

### **Fall Policy Forum**

This has been put on hold until an agenda can be formed and additional feedback from stakeholder groups can be obtained.

### **Budget**

- The PESB was able to take the three percent budget reduction and \$10,458 efficiency reduction this fiscal year (2001).
- This boosted our spending authority for next fiscal year to \$439,000, which will help with the development of the WEST-E and WEST-B implementation.

### **2001 EDUCATOR SUPPLY & DEMAND**

Dr. Lin Douglas, OSPI provided information on the Educator Supply & Demand Report.

#### **Areas rated as considerable shortage:**

- Special education
- Mathematics
- Physics

**Areas rated as some shortage:**

- Chemistry
- Instrumental music
- Choral music
- Japanese
- English as a Second Language
- Early Childhood Education (ECE) special education
- Biology
- Bilingual education

**Area rated as slight surplus:**

- History

**Areas rated as balanced:**

- Visual arts
- Reading
- Dance
- Drama
- English
- English/LA
- ECE
- Social studies

**Number eligible to retire 2002-07:**

- 5740 teachers (11%) compared with 14% in the previous survey
- 397 Principals
- 209 Elementary principals
- 188 Superintendents

**Forecasted needs:**

- Increasing needs
  - *None*
- Considerable need:
  - *Special education*
  - *Math*
  - *Technology education*
  - *General science*
  - *Chemistry*
  - *ECE Special Education*
  - *Physics*

A copy of this report may be obtained from the OSPI website at:

<http://www.k12.wa.us/Cert/supplydemand.pdf>



## **EXECUTIVE DIRECTOR REPORT (cont.)**

### **ROUTE 4 SUBCOMMITTEE REPORT & PROPOSAL FOR FUNDING REGIONAL CERTIFICATION-ONLY TEACHER PREPARATION CENTERS**

#### **Needs:**

- Potential Limitations of traditional and alternative route programs and consumer demand

#### **Geographic:**

- Difficulty of higher education institutions to reach rural and remote areas
- Placement difficulty of districts to find mentors to take pre-service interns

#### **Economy of scale:**

- Partnerships between districts

### **FUTURE DIRECTION OF ALTERNATIVE ROUTES PROGRAM—**

#### **Needs:**

- Potential limitations of traditional and alternative route programs and consumer demand

#### **Model:**

- Potential new Route 4 designed to meet needs, uphold principles, and incorporate safeguards

#### **Components:**

- Same rigorous entry requirements for interns
- Target regions not currently served by traditional or alternative route partnerships
- Partnerships between ESDs and/or districts and or higher ed institutions
- Providers must meet standards for approved programs
- Provision for intern to serve as teacher of record under conditional certificate

### **TRANSITION TO TEACHING GRANT – NEXT STEPS**

- Regional Teacher Preparation Centers
- Location can be determined by comparing 2002 supply/demand data disaggregated by county with high needs school data
- Target individuals with BA or BS degrees (route 2&3) in high demand teaching areas
- Year-long internships in high needs schools, saturation model
- Formalized learning opportunities offered via multiple institutions (including universities/colleges, community colleges, and ESDs as appropriate)
- Increased use of K-20 and on-line opportunities
- Look at ways to provide program across institutions
- Package pricing of the program
- Possible oversight by a Professional Education Advisory Board (PEAB)
- Stipend for interns and mentor teachers – may be contingent upon employment in a high needs school for “x” number of years

- Goal to maintain paraeducators employed in positions/current classrooms during internships
- On-site coordinator/recruiter
- Would allow for potentially more involvement of ESDs, District, and Higher Education in partnerships
- Providers must meet standards for approved program
- Pre-invitation to current and other alternative route programs

## **WESTERN GOVERNORS UNIVERSITY – ONLINE PROGRAMS**

Dr. Marti Watson-Garlett, Dean Teachers College, WGU presented on the WGU Online Teacher College. Copies of Dr. Watson-Garlett's presentation may be obtained by contacting her at: [Mgarlett@wgu.edu](mailto:Mgarlett@wgu.edu)

WGU will be launching the online teachers college designed to be a competency based teacher certification program.

The 21 governors of the Western Governor's Association founded WGU in 1996. Their collective vision was a collaborative and shared resource across state lines via technology.

WGU's competency based degrees allow students to tailor a program to their specific needs.

Those with prior academic or work experience can apply that learning toward a degree and avoid taking courses in areas that they have already mastered.

WGU has:

- 60+ full time faculty and staff
- 65+ adjunct faculty members
- 25 corporate and foundation sponsors
- Tom VanderArk sits on the Board of Trustees
- Over 2000 students that take individual courses
- Another 500 enrolled in degree or cert/credential programs

### **Sponsor States**

- |              |                |
|--------------|----------------|
| ▪ Alaska     | ▪ Nevada       |
| ▪ Arizona    | ▪ New Mexico   |
| ▪ California | ▪ North Dakota |
| ▪ Colorado   | ▪ Oklahoma     |
| ▪ Guam       | ▪ Oregon       |
| ▪ Hawaii     | ▪ Texas        |
| ▪ Idaho      | ▪ Utah         |
| ▪ Indiana    | ▪ Washington   |
| ▪ Montana    | ▪ Wyoming      |
| ▪ Nebraska   |                |

### **Accreditation**

- Interregional Accrediting Committee
- Distance Education and Training Council

## Teachers college

- Founding dean hired in 2001
- Gates foundation challenge grant awarded for school leadership programs (\$2million)
- \$10 million grant for US Dept of Ed (Through Star Schools) awarded to build out competency based programs
- Launching in January 03
- Element education with an emphasis in reading
- Four domains of knowledge
- Inter disciplinary studies BA Major
- Foundation of teaching
- Effective teaching practices
- Demonstration teaching and cohort seminar
- Completely online except for demonstration teaching (an intern model for post-BA)
- Research based approach methodology
- Two mentor experiences for them – one ongoing WGU mentor and a second would be a district coach.
- Created database with standards from all 20 state's including the standards of NBPTS, NCATE, INTASC, Reading first, National Reading centers, NCTMath, many others.
  - *Database had more than 8000 standards in it.*
    - Coded these back to this particular structure to find 2-3 measurement points.
    - Extrapolated the competencies so they can be aligned with all the partner states.
    - Organized the standards by domain, sub-domain, competency, and assessment objectives.
  - *Assessments are being built right now and will be beta tested by the end of the year.*

Dr. Garlett provided the Board with a Washington Alignment report. The report has all standards numerically coded back to the WGU program.

- 2-4 parts association for international standards: AECI, NCATE
- Multimedia exemplar classroom visitations via a private site hosted by [teachscape.com](http://teachscape.com)
- WGU already offers a competency based mathematics endorsement (grades 5-12) for already certified teachers wanting to add a second teaching field.

## **STATE BOARD OF EDUCATION**

Phyllis Bunker Frank provided an update from the State Board of Education (SBE). The State Board is hopeful the PESB and SBE will meet quarterly and tap into the PESB serving in their advisory role to the SBE.

### **PROFESSIONAL CERTIFICATE**

The Professional Certificate committee will meet again on Monday before the next PESB meeting. The professional certificate committee will provide a report to the Board at that meeting. Tim Knue will also sit on this committee.

### **NEXT MEETING**

The next meeting of the PESB will be September 24-25 in Yakima, Washington at Educational Service District.